



Investigating dual roles as being a part-time and university student: A narrative inquiry an EFL student

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ARTICLE INFO

Received 04 September 2023
Accepted 27 Desember 2023
Available online
31 December 2023

Keywords:

English students; student and part-timer

DOI: 10.26905/enjourme.v8i2.10997

How to cite this article (APA Style):

Widodo, A. (2023). Investigating dual roles as being a part-time and university student: A narrative inquiry an EFL student. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 8(2) 176-184,
doi: <https://doi.org/10.26905/enjourme.v8i2.10997>

ABSTRACT

This narrative study is the experiences of an English student who are also working as a part-timer. The data study of collecting through in-depth interviews. The interview was done in two days. The expected results of this research are students who are studying and working as part-timers can manage or manage their daily time better and more effectively so that assignments are always fulfilled, and grades during lectures do not decrease due to fatigue after working as a part-timer. The implication is that by listening to the stories of these students, teachers or lecturers are advised to provide more intensive treatment to students who study while working so that it is fairer.

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1. Introduction

Recently, researchers have shown an increase in students getting busier because they are doing two roles at once time. Even though they are busy carrying out dual-roles simultaneously, students must also have motivation which is a motivating factor to become an EFL student to continue studying to attend college, namely the desire from oneself to master English because they think that graduating EFL students can lead them to a better future (Chalak & Branch, 2010). In addition to personal growth, the motivation to master English is often linked to the perceived societal and economic benefits associated with proficiency in the language (Iswatiningsih et al., 2023; Lailiyah & Putra, 2022). Students recognize that being proficient in English can significantly broaden their career op-

portunities, increase their employability, and foster better communication (Fahmi et al., 2023; Wediyantoro et al., 2020) in a globalized world. Consequently, the pursuit of higher education becomes not only a means of personal fulfillment but also a strategic investment in their future success.

Previous studies have tried to investigate the relationship between part-time work and student learning activities, Ellyawati et al. (2021) found that students who part-time work are linked to learning activities, while the remaining are linked to other factors. Studies, Elma and Ali (2017) found that part-time work significantly affects learning activities and academic achievement. Students who work part-time tend to have less time for learning activities and lower achievement compared to students who are not working. Students are also required to be able to organize activities properly amidst the busy activities carried out while working and studying, especially dual-roles students who have entered their final semester and are starting to compile their final assignments, Hamadi et al (2018). Combining study and work indirectly allows students to gain non-transferable skills such as communication skills, time management, and work value, Tri Utami (2020).

Research findings, Baert et al. (2016) state that the main reason students choose to study and work part-time is to earn income which can increase satisfaction with their aspirations. In general, students choose to study while working, one of which is the financial factor. Students decide to do this because of economic pressure or to meet their personal needs such as pocket money, or even to pay their own tuition fees each semester. In a study in the US, German (1996) said that one of the reasons for allowing students to work part-time was an effort to overcome the financial crisis, but carrying out dual-roles had a significant impact on their lives. This has a positive impact, because students who work while studying can help offset parents' costs in paying tuition fees, have their own pocket money, and gain work experience that can improve their ability to socialize with other people, Fani & Rola (2007).

Students who play multiple roles have made adjustments to their lives both as students and also as a part-timers, Lusi (2021). The forms of self-adjustment carried out by students are emotional self-adjustment and cognitive self-adjustment. Behind it all, Buda & Lenghan (2005) found that students who work part-time can experience stress which then affects the condition of their psychological well-being. Appleton et al. (2007) found that university students are a group that has the highest risk of experiencing stress and mental health problems. Nurwulan and Selamaj (2020) also said that the impact of dual-roles as students and a part-timers will tend to experience depression where the depression rate of dual-roles students is higher than students who do not work.

Students who carry out lecture activities while working, will tire quickly due to lack of rest, they also find it difficult to manage time, because study and work schedules can collide, Dwiyanto (2022). Kalenkoski and Pabilonia (2009) found that dual-roles students who study while working will have less time to carry out academic activities which affects their academic achievement and can even lead to dropout. Befly et al. (2010) explain that the impact of students who are studying while working part-time is to reduce the possibility of students completing their studies on time. That way, as a student who has a dual role, you must have a strategy for studying while working part-time, namely: (1) Focusing on goals such as setting priorities and optimizing time, (2) Communication at work, (3) Maintaining college grades, (4) Maintaining rest patterns Hakim & Hasmira (2022). In this research, the informant will share their experiences experienced by the informant, namely starting

before undergoing dual roles until now he is studying while working. Researchers will share experiences and will discuss the effects that occur when a student performs a dual-roles as a student and a part-timer. Research questions based on Mrs. Bunga will be delivered as below:

1. What factors influenced you in deciding to take on the dual roles of being a student and a part-timer?
2. What changes happened before and after deciding to go to college while working part-time?
3. What impact did you experience while studying while working part-time?

2. Method

2.1. Design

This paper was conducted using a narrative inquiry design with an in-depth interview about the story of the experience. This is a qualitative research method that was first introduced, Connelly and Clandinin (1990), then developed further Clandinin and Huber (2010). Narrative research design focuses on the narrative of a person's life.

The basic principle of narrative inquiry is that humans are social beings or individuals who need other people to interact and tell stories about experiences or share about anything. Therefore, the study of narrative according to, Connelly and Clandinin (1990) is the study of humans in carrying out their lives in the world. In educational research, this article is refined or updated into a view that education and educational research are the reconstructions of stories from a person and a group of people socially.

2.2. Participant

Research is conducted by telling the lives of individuals directly and relevantly, collecting results from interviews with predetermined topics and research questions.

This study aims to conduct a narrative inquiry by telling the experience of a final-semester student say her name is Ms. Bunga (aged 22). Currently, Ms. Bunga is a 6th semester English Education student who is carrying out her studies at a private university in Malang, Indonesia. She lives in one of the well-known villages in Malang, namely Kasin Village. She works part-time every day at the restaurant. Based on the background explanation above, the researcher wants to investigate an EFL student who has a dual role, namely as a student and a part-timer.

2.3. Data Collection

In data collection, in this first, the researcher will conduct interviews directly with the informants. The second, the resource person will explain in-depth the questions posed to Ms. Bunga. The resource person will explain his experience before becoming a dual-role, where he only focuses on lectures. Then, Ms. Bunga explained coherently about her experience when she decided to go to college while working part-time. Ms. Bunga also explained in detail the factors that became the strong reason for her to play a dual role, namely being a student and a part-timer. Third, the results of the data interview with Ms. Bunga will be analyze by researchers.

All story data is collected using thematic analysis qualitative Braun and Clarke (2012) which explains that the data collection process is structured, the pros and cons of audio and/or video recording compared to note-taking, and tips for writing field notes and document management. All stories will also be analyzed by interpreting the stories with relevant theories and according to the topic. Frankle and Devers (2000) that qualitative data analysis can also use publication media to produce valid qualitative research. Examined carefully to find compelling evidence, opinions, and facts that can contribute to this research.

In this study, fragments of the story from this source person will be retold. The data is compiled based on reflections on the experience of being a student who is not working, and the experience of being a student who is studying while working part-time. To be more specific, first the data is first sorted chronologically from Ms. Bunga exposure to lecture focus and before work. Then, it is followed by data on Ms. Bunga experiences while studying while working. Furthermore, the data is sorted according to conflicts that arise such as the relationship between students who only focus on studying and part-time students. And also, the impact that appeared in Ms. Bunga life because these students have to divide their time to do two activities at once in a day.

3. Results and discussion

This research asks about the factors that make Ms. Bunga decide to take on dual-role, as well as how the reality of the changes that Ms. Bunga before and after carrying out dual-role during her experience as a student and a part-timer. As a result, after conducting an investigation we were able to uncover four themes based on Ms. Bunga: factors that influence participants in making a decision, the period before undergoing dual-roles, being “confused” during the transition (adjustment) period, and the period after carrying out dual-roles.

3.1. Factors that affect participants in making a decision

A thing that requires Ms. Bunga to carry out two roles at once. Ms. Bunga told herself that one of the factors that really required her to play dual-role was financial factors. She recounts that:

Excerpt 1

“I decided to work part-time while studying because of financial constraints, and I was required to continue studying. However, my parents could not afford to pay for my college needs. Therefore, I decided to work part-time while in college, and I’m currently working at a noodle restaurant in Malang City”.

Judging from the story of Ms. Bunga, she played a dual-role, namely being a student and a part-timer, she had done this almost four years ago because she had lost someone she loved and also no longer got a living from her father. Here he says that:

Excerpt 2

“I have been doing part-time work while studying while in high school. I have been doing it for almost four years. Because at that time my father passed away and my mother had difficulty paying school fees. Therefore, when I was in high school, I started dual-roles by working part-time at a cell phone counter, namely selling pulses.”

The period before undergoing dual-roles

Before undergoing two roles as a student and a part-timer, namely during junior high school, Ms. Bunga said that when I started high school, I started working part-time. The thing that was felt before becoming a dual role was the calm focus of school like a teenager. She argues that:

Excerpt 3

“I enjoy it, and don’t feel too burdened. Apart from that, I am still diligent and punctual in doing my assignments. Then, I still have free time to play with my friends and do activities other than school.”

“Confused” in transition (adjustment)

When Ms. Bunga is working part-time for the first time, she is confused because her busy schedule is messy. However, she is required to still have to adapt to circumstances that require him to have dual-roles. Therefore, she began to be able to manage time between school, doing assignments, and work, one of which was making a time plan. This was illustrated in an interview, she said that:

Excerpt 4

“At first, I was confused, everything was a mess from study hours and playing with friends. However, I had to be able to adapt to my current situation or situation. At first, my time to study and work was a mess in the end, I decided to do something. to manage time well, namely by making a time plan. The time planning that I make is like a series of schedules that I will do in one full day, which I arrange starting from going to school, working, doing assignments and studying at home, and resting.”

Time management carried out by Ms. Bunga are not just a time planning for everyday life. However, he also makes time planning for class schedules and work schedules. So, Ms. Bunga determines her work schedule by adjusting her class schedule. Ms. Bunga told herself that she always put her studies first. She recounts that:

Excerpt 5

“Alhamdulillah, while I was carrying out multiple roles, I never had a clash between my class schedule and my work schedule because I always adjusted my part-time work schedule with my class schedule. It’s just that I sometimes come late to come to class because I woke up late.”

Exposure to the story of Ms. Bunga can explain that there must be an impact that arises when carrying out a dual-role, namely neglecting rest hours and lecture assignments. In the story of Ms. Bunga, she tells that:

Excerpt 6

“This has an impact on my sleeping hours, which is only a little more or less 3-4 hours a day. So, I often wake up late and am often late for lectures which is at 6.40 am. The alarm that I have set cannot be heard at all, not even my mother’s voice. When I screamed to wake it up, I couldn’t hear it. Apart from that, of course there were also assignments that were neglected because I forgot to do them. This resulted in my grades (GPA) dropping.”

The period after running dual-roles

In the period after Ms. Bunga was able to adapt to the multiple roles she was in, she shared that there had been changes. Changes that may occur such as the absence of time are also related to the impact arising from the previous explanation where Ms. Bunga felt lazy to go to college because of the demands of many assignments with little deadlines. As said Ms. Bunga, she said that:

Excerpt 7

“Often I ignored my college assignments because at that time I felt too lazy to come to college or do the assignments given by the lecturers. Maybe this arose because I felt tired of having to perform multiple roles every day. Not to mention when I have a busy class schedule and lots of assignments, I am more enthusiastic about working part-time to make money.”

However, Ms. Bunga has understood and realized that studying at university is also important for her future. Therefore, Ms. Bunga keeps trying to graduate from college on time (for 4 years) by convincing herself to remain diligent and enthusiastic in carrying out this dual-role, namely being a student and a part-timer. This is in accordance with the story of Ms. Bunga that tells that:

Excerpt 8

“Behind it all, I really understand that college is also very important for the future, namely helping me to find a better job than the part-time job I’m currently working on. And I know that I’m not going to waste my part-time job money for nothing. So, I have to keep trying and be enthusiastic about going to college and working part-time, as well as getting rid of the feeling of laziness that sometimes does arise in my mind.”

3.2. Factors for the occurrence of dual roles in EFL students

The analysis revealed that behind the decision made by Ms. Bunga are certainly interesting factors that arise for a consideration to carry out dual-role, namely being a student and a part-timer. The initial factor that made Ms. Bunga take on this dual-role was the economic factor. In previous research by German (1996) it was found that economic factors are factors that are often faced by everyone, especially students. The economic factor is indeed a very important thing in fulfilling everyday life, without money we will definitely have trouble doing anything, one of which is for educational expenses. Widiansyah et al, (2017) the importance of the meaning of education for economic

growth in Indonesia by increasing learning productivity so that the nation's successors. There are several things that confirm that indeed the economic factor is the main factor that arises when someone decides to carry out multiple roles at once. This economic factor appeared in the life of Ms. Bunga because her father, who is the backbone of the family or also the person in charge of providing a living, passed away when Ms. Bunga is in 3rd grade of high school. And her mother, just a tailor who opened an independent business at home. The income that the mother gets will certainly not be sufficient to cover all the daily needs of the household and pay for her children's schooling. Ms. Bunga has an older brother, but he doesn't work either. However, Ms. Bunga is eager to continue her studies until she graduates from university so that she can change her future for the better. And he really wants a job that really requires a bachelor's degree, namely being a teacher. Therefore, Ms. Bunga decided to become a part-timer at a restaurant and enrolled herself to continue her Bachelor 1 studies at a private university in Malang. He has also been looking for a way that he can carry out the dual roles that is by doing self-management.

3.3. Changes that appear in EFL students before and after undergoing dual roles

The analysis of these findings informs that there are changes that are felt (appear) before undergoing dual-role including Ms. Bunga still has a lot of free time which she usually uses to hang out and play with her friends. There is a change when someone performs dual-roles, namely by balancing the role they are playing, performance, or contribution to the two things they are doing, being a student and a part-timer can be carried out properly Magfirah (2022). Apart from that, Ms. Bunga also used her free time. Ms. Bunga for the big family gathering. In addition, previously Ms. Bunga can complete all school matters such as group work, assignments, and studying for exams with a relaxed and calm feeling without having to think about other things that really make you feel confused.

In addition, there were also changes that emerged after Ms. Bunga has dual-role, including Ms. Bunga are often infused with invitations from her friends to hang out with her friends. He also often gets reprimands from his mother because he often comes home at night and is also rarely at home. At first, he did feel confused and always felt restless because he received bad words from his friends, and also came under pressure from his mother. However, as time went on Ms. Bunga was able to explain to her friends and family that she really had to do this, namely coming home at night to attend college and then continuing to work part-time. Not only that, on the other hand, Ms. Bunga are also confused about the many assignments given by the lecturers. Often Ms. Bunga almost forgets and sometimes even ignores her assignments due to a lack of free time to do assignments and sometimes it also creates a feeling of laziness in Ms. Bunga because she feels exhausted after coming home from college and working part-time.

However, Ms. Bunga has realized that it is wrong to feel lazy and ignore the obligations of a student, namely doing assignments. Therefore, Ms. Bunga changed it by making a planning time to manage all the activities that will be carried out in one day. With time management Ms. Bunga can carry out college activities and work part-time well, namely by managing his time by determining his needs and desires by arranging aspects of order based on interests, so that he can do things effectively and optimize time properly Puspitasari (2018).

Through an investigative thematic analysis, the findings capture a factor that makes Ms. Bunga undergoes dual-role, and the changes that occur in Ms. Bunga before and after undergoing the dual-role of being a student and a part-timer.

4. Conclusion

In this study, we investigate a student who is studying for a Bachelor 1 EFL student who has dual roles of being a student and a part-timer. Based on the experiences experienced by the participants, it can be concluded that one of the main factors that influence a person to undergo dual-role is the economic factor. The economic factor is also closely related to the world of education. Continuing a higher education study also requires a nominal fee that is quite large. From this study, it can also be seen that undergoing dual roles is not easy and it is necessary to adapt to a situation that has just been experienced. Then, we also have to be able to time-management well. Perhaps, in future research, researchers can examine in depth how to manage the time of someone who is undergoing dual roles as a student and a part-timer properly and efficiently.

5. Acknowledgements

This research paper is based to the experiences of EFL student, Universitas Islam Malang, East Java, Indonesia. Special thanks were addressed to the participant in this research and to my lecturer who has helped me by providing direction and advice to me in completing this research.

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